

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ENGLISH I

## Item Sampler



**Tennessee End of Course Assessment**

**English I Form 2**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

**PEARSON**

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## **Introduction to English I**

### **Content of tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

### **Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.\* The first 15 minutes are set aside to complete identifying data on the answer sheet.

I\* The English I test formerly featured a 110-minute time limit.



# **Tips for Taking the Test**

## **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English II carefully and thoroughly.
- Acquire the ELSA Tennessee End of Course Practice Test for English II, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in this Practice Test.

## **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

## **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for English I provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English I should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 65. Use it to check your answers. Review items that you get wrong.

Read the rough draft of the short story. It may contain errors. Read the rough draft and answer questions 6 through 13.

### Saturday at the Stables

- 1 Jeremy finally raised his head when his mom turned into the gravel parking lot of the horse stables.
- 2 “Are you sure I can’t go to the party at the community center? This is the fourth Saturday in a row my volunteering caused me to miss activities with my friends.”
- 3 Mrs. Rogers sighed with an apologetic tone. “I’m sorry you are missing the festivities, but you’ve made a commitment to volunteer. The stables are depending on you, so you need to remember why you committed to this responsibility.”
- 4 Jeremy kicked the dry gravel as he exited the car. “I know, I know,” he protested. However, Jeremy did not find comfort in his knowledge. He envisioned his friends playing basketball, eating grilled hamburgers, and finding relief from the sticky summer heat in the cool community pool. Slamming the door shut, he forgot to say goodbye.
- 5 *Happiness for Horses Stables* had been Jeremy’s home away from home for the entire summer. For two nights during the week and on Saturday afternoons, Jeremy cleaned stables and brushed horses. He walked them around the corral and helped the ranchers tend to there medical care.
- 6 When Jeremy spent time with the horses, he hardly thought about anything else. The summer was almost over, and he missed the freedom that many of his friends enjoyed.

Read this sentence from Paragraph 9 of the short story.

Shiloh seemed comforted by Jeremy’s presence he settled in to keep her company.

Which revision of the underlined words corrects this run-on sentence?

- ☐ A presence so he settled
- ☐ B presence, so he settled
- ☐ C presence so, he settled
- ☐ D presence so; he settled



- 7 As Jeremy hustled to the office to register for his shift, a loud whinny startled him. He speculated that the whinny had come from the newest horse. A young black and white mare with a broken leg had arrived too weeks earlier. Jeremy had been assisting on the night she arrived. He hurried to the stable to check on the new patient.
- 8 “What happened to your blanket, Shiloh?” Jeremy asked as he covered the horse that was obviously feeling the pain of her injury. She huddled in the back corner of the stall, appearing anxious and uneasy. Shiloh had barely touched the food or water the ranchers delivered at noon.
- 9 Jeremy stroked the black streak on Shiloh’s nose, soothing her anxiety. He could feel her pain like a knife cutting the thick summer air and yearned to do something more. Shiloh seemed comforted by Jeremy’s presence he settled in to keep her company.
- 10 As Jeremy consoled Shiloh, he thought about the grumpiness he displayed to his mother. His thoughts drifted to his friends at the party, and then he turned his attention to Shiloh’s broken leg. Staring down the row of stalls Jeremy considered the reasons these horses sought Shelter at *Happiness for Horses Stables*. Some were recovering from illnesses or injuries like Shiloh. Others were rescued because they had been abandoned. These stables provided a safe refuge for the horses, many of which would never be adopted.
- 11 What seemed like an eternity passed before Mr. Heintz, one of the ranchers, appeared to check on Shiloh.
- 12 I wondered where you were this steamy afternoon Mr. Heintz said as he winked at Jeremy. “This is the quietest poor Shiloh has been all day. I think she missed you.”

**Read this sentence from Paragraph 9 of the short story.**

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- 13 Solemnly rising to his feet, Jeremy asked Mr. Heintz how long Shiloh would be in pain.
- 14 “Her veterinarian will evaluate her leg this evening,” Mr. Heintz assured Jeremy. “Feel free to sit a little longer, or you can return to you’re other responsibilities.”
- 15 Just then, Shiloh has whinnied a more contented sound and has began eating the oats in her trough.
- 16 As Jeremy and Mr. Heintz sighed in relief, an unexpected commotion echoed through the stables. Sounds of amusement and enthusiasm came from the corral behind the barn.
- 17 “You better go check it out,” Mr. Heintz suggested. “I think the other volunteers might need your assistance.” He winked again, and Jeremy scooted away, giving Shiloh one last stroke of encouragement.
- 18 Upon leaving the stables, Jeremy encountered a stream of water splashing from a hose over his face. Shrieks of laughter accompanied hard work as the volunteers watered and raked the corral. Someone even brought a radio to play music. Jeremy joined the chore, enthusiastically spraying the refreshing water not only on the dirt, but on his friends too.
- 19 As Jeremy smoothed and leveled the corral, a new perspective overcame him. He realized that his volunteer commitments would only feel like obligations if he let them. *Happiness for Horses Stables* offered more rewards than Jeremy had ever anticipated.

**Read this sentence from Paragraph 9 of the short story.**

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- 3 Mrs. Rogers sighed with an apologetic tone. “I’m sorry you are missing the festivities, but you’ve made a commitment to volunteer. The stables are depending on you, so you need to remember why you committed to this responsibility.”
- 4 Jeremy kicked the dry gravel as he exited the car. “I know, I know,” he protested. However, Jeremy did not find comfort in his knowledge. He envisioned his friends playing basketball, eating grilled hamburgers, and finding relief from the sticky summer heat in the cool community pool. Slamming the door shut, he forgot to say goodbye.
- 5 *Happiness for Horses Stables* had been Jeremy’s home away from home for the entire summer. For two nights during the week and on Saturday afternoons, Jeremy cleaned stables and brushed horses. He walked them around the corral and helped the ranchers tend to there medical care.
- 6 When Jeremy spent time with the horses, he hardly thought about anything else. The summer was almost over, and he missed the freedom that many of his friends enjoyed.

Read this sentence from the short story.

Jeremy kicked the dry gravel as he exited the car.

Which sentence pattern does the sentence use?

- ☐ A subject—action verb—direct object—object complement
- ☐ B subject—action verb—indirect object—direct object
- ☐ C subject—linking verb—subject complement
- ☐ D subject—action verb—direct object





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### Read this sentence from Paragraph 15.

Just then, Shiloh has whinnied a more contented sound and has began eating the oats in her trough.

### Which revision of the sentence uses correct subject-verb agreement?

- ☐ A Just then, Shiloh whinnied a more contented sound and begin eating the oats in her trough.
- ☐ B Just then, Shiloh whinnied a more contented sound and began eating the oats in her trough.
- ☐ C Just then, Shiloh is whinnying a more contented sound and began eating the oats in her trough.
- ☐ D Just then, Shiloh has been whinnying a more contented sound and has begun eating the oats in her trough.



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### Read this sentence from Paragraph 12.

I wondered where you were this steamy afternoon Mr. Heintz said as he winked at Jeremy.

### What is the correct way to punctuate this sentence?

- ☐ A “I wondered where you were this steamy afternoon,” Mr. Heintz said as he winked at Jeremy.
- ☐ B “I wondered where you were this steamy afternoon?” Mr. Heintz said as he winked at Jeremy.
- ☐ C “I wondered where you were this steamy afternoon?” Mr. Heintz said, as he winked at Jeremy.
- ☐ D “I wondered where you were this steamy afternoon,” Mr. Heintz said as he winked at Jeremy?





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Which sentence from the short story uses the underlined word correctly?

- ☐ A He walked them around the corral and helped the ranchers tend to there medical care.
- ☐ B A young black-and-white mare with a broken leg had arrived too weeks earlier.
- ☐ C “Her veterinarian will evaluate her leg this evening,” Mr. Heintz assured Jeremy.
- ☐ D “Feel free to sit a little longer, or you can return to you’re other responsibilities.”



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Read this sentence from Paragraph 10 of the short story.

Staring down the row of stalls Jeremy considered the reasons these horses sought Shelter at Happiness for Horses Stables.

What is the **best** way to write the underlined portions of the sentence?

- ☐ A Staring, down the row of stalls, Jeremy considered the reasons these horses sought Shelter at Happiness for Horses Stables.
- ☐ B Staring down the row of stalls, Jeremy considered the reasons these horses sought Shelter at Happiness for Horses Stables.
- ☐ C Stareing down the row of stalls, Jeremy considered the reasons these horses sought shelter at Happiness for Horses Stables.
- ☐ D Staring down the row of stalls, Jeremy considered the reasons these horses sought shelter at Happiness for Horses Stables.





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### Read this sentence from Paragraph 19.

As Jeremy smoothed and leveled the corral, a new perspective overcame him.

### Read this dictionary entry.

**per·spec·tive** (noun) **1.** the art or technique of painting or drawing a scene for depth or distance **2.** the relationship in which a subject and its parts are viewed mentally **3.** the power to understand things in their true relationship to each other **4.** the appearance to the eye of objects in space with respect to their relative positions

### Which definition best fits perspective as it is used in the sentence?

- ☐ A definition 1
- ☐ B definition 2
- ☐ C definition 3
- ☐ D definition 4



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**Read Paragraph 6 from the short story.**

When Jeremy spent time with the horses, he hardly thought about anything else. \_\_\_\_\_, the summer was almost over, and he missed the freedom that many of his friends enjoyed.

**Which word provides the best transition between these sentences?**

- ☐ A However,
- ☐ B Therefore,
- ☐ C Eventually,
- ☐ D Additionally,





**Read the outline of a speech by the school nurse.**

**I. INTRODUCTION**

- A.** Sneeze onto hands.
- B.** Touch someone in audience.
- C.** Average number of germs on the human hand.

**II. BODY**

- A.** Explain how viruses and bacteria are transferred on surfaces.
- B.** Give examples of preventable illnesses and the rate of infection among adolescents.
- C.** Explain how soap and water is an effective way to prevent the spread of infections and viruses.

**III. CONCLUSION**

- A.** Show the proper way to wash hands using soap and water.
- B.** Sing the alphabet song to demonstrate the time needed to wash hands.
- C.** Shake audience members' hands and thank them for their time.

**Which term best describes the structure of this speech?**

- ☐ **A** sequential
- ☐ **B** classification
- ☐ **C** problem-solution
- ☐ **D** compare-contrast

**Choose the correct word to complete the analogy.**

Fragile is to delicate as durable is to \_\_\_\_\_.

- ☐ **A** heavy
- ☐ **B** sturdy
- ☐ **C** textured
- ☐ **D** weathered

**Read this excerpt from a student's blog.**

**(1)** The dog next door was barking loudly throughout most of the night. **(2)** When I finally got out of bed this morning, I was in such a terrible mood that I thought about calling the dog's owner to complain. **(3)** Eventually, I decided that the owner must have suffered through an equally sleepless night. **(4)** Rather than remain frustrated, I decided that I would rather eat breakfast and get on with my day.

**Which sentence in the excerpt contains an assumption?**

- ☐ **A** sentence 1
- ☐ **B** sentence 2
- ☐ **C** sentence 3
- ☐ **D** sentence 4

**The advertisement for a local park shows children running through a field, feeding ducks, swimming in a pool, and driving paddle boats. Why were these images chosen to advertise the park?**

- ☐ **A** Images of children will encourage families to use the park.
- ☐ **B** Exercise is important to maintain good health.
- ☐ **C** The park provides a wide variety of activities.
- ☐ **D** Children enjoy spending time outdoors.



**Look at the photo.**



**What mood can be inferred from the photo?**

- ☐ **A** peaceful
- ☐ **B** sorrowful
- ☐ **C** pessimistic
- ☐ **D** sympathetic

Read the essay and answer questions 19 through 25.

### Working Together Equals Student Success

Last week, I received a science project assignment that included research, a laboratory experiment, and a report. If the project had required that I complete only two parts, the experiment and the report, or the research and the experiment, I might have felt more confident about my ability not only to do the work, but also to do my best. Instead, I felt overwhelmed, and I worried that I would not even complete the project, much less complete it well.

When I mentioned my problem to my mother, she suggested that I talk to my teacher and ask if I could work with a few other students. I spoke with my teacher, who allowed group work, and I earned a good grade on the project while maintaining my self-esteem.

Based on that experience, I think students should have the option of working with other students. I do not take this position because I think it would be easier on us, although that is an added bonus. I take this position because students who work together learn more and earn better grades.

The biggest advantage of working with other students is that the cooperative experience helps reinforce the information we receive through reading, from lectures, and by hands-on experience. When working with other students, we discuss the information we learn. There are some topics or subjects that each student understands better than the rest of the group. Therefore, that student is able to teach the other students. If any of you have ever taught another person, then you know that as you teach your student, you are teaching yourself as well. The idea that students learn by teaching is not a new one. Seneca, a famous Roman philosopher, said *docendo discimus*, which is a Latin phrase that means we are learning if we teach.

Read the sentences from the essay.

(1) People like to exercise together because it keeps them motivated. (2) When working with my team on our science project, I was so relieved to be part of a team instead of on my own that I was determined to contribute to the best of my ability. (3) Maybe what keeps some people working (or working out) is the knowledge that they are not alone, and that even when the going gets rough, there are other people going through the same thing. (4) I did not want to disappoint my teammates, so I kept working even when I was tired or discouraged.

Which order is the **best** way to reorganize these sentences?

- ☐ A 1, 3, 4, 2
- ☐ B 2, 4, 1, 3
- ☐ C 3, 1, 2, 4
- ☐ D 4, 3, 2, 1





There is another reason that students who work together learn more and earn better grades. The simple fact is that people who work in teams try longer and work harder. People like to exercise together because it keeps them motivated. When working with my team on our science project, I was so relieved to be part of a team instead of on my own that I was determined to contribute to the best of my ability. Maybe what keeps some people working (or working out) is the knowledge that they are not alone, and that even when the going gets rough, there are other people going through the same thing. I did not want to disappoint my teammates, so I kept working even when I was tired or discouraged.

The third reason that working with other students enhances learning is that students can devote the time and effort necessary to do one or two tasks well. In a group, the work can be divided so the whole team covers the information more thoroughly. Once the pressure of too many obligations is removed, students who work in groups are less likely to submit inadequate work or postpone submitting the work.

Another example of how working in groups helps students learn is shown by an experience I had. There were moments while I was working with the other students on the science project that I did not have a clear understanding of a concept or a process. If I had been working by myself, I would not have known that I was confused. However, every time I misunderstood, my friends were happy to correct me! I was not comfortable with the correction, but I understood that it was best in the end. Receiving feedback from my teammates was not always uncomfortable, though. One benefit of immediate feedback was that my teammates were also able to tell me when they thought I understood the concept.

Some teachers might suggest that I am trying to get the same credit for less work or, even worse, that I am lazy. However, those of us who have been part of a team know that working with a group has its own challenges. We also know that these challenges are worthwhile, because working with a group advances our learning.

### Read the sentences from the essay.

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(2) When working with my team on our science project, I was so relieved to be part of a team instead of on my own that I was determined to contribute to the best of my ability. (3) Maybe what keeps some people working (or working out) is the knowledge that they are not alone, and that even when the going gets rough, there are other people going through the same thing. (4) I did not want to disappoint my teammates, so I kept working even when I was tired or discouraged.

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Which sentence from the essay best shows the author's attitude about the benefit of working together?

- ☐ A There are some topics or subjects that each student understands better than the rest of the group.
- ☐ B If I had been working by myself, I would not have known that I was confused.
- ☐ C I was not comfortable with the correction, but I understood that it was best in the end.
- ☐ D We also know that these challenges are worthwhile, because working with a group advances our learning.



Read the essay and answer questions 19 through 25.

### Working Together Equals Student Success

Last week, I received a science project assignment that included research, a laboratory experiment, and a report. If the project had required that I complete only two parts, the experiment and the report, or the research and the experiment, I might have felt more confident about my ability not only to do the work, but also to do my best. Instead, I felt overwhelmed, and I worried that I would not even complete the project, much less complete it well.

When I mentioned my problem to my mother, she suggested that I talk to my teacher and ask if I could work with a few other students. I spoke with my teacher, who allowed group work, and I earned a good grade on the project while maintaining my self-esteem.

Based on that experience, I think students should have the option of working with other students. I do not take this position because I think it would be easier on us, although that is an added bonus. I take this position because students who work together learn more and earn better grades.

The biggest advantage of working with other students is that the cooperative experience helps reinforce the information we receive through reading, from lectures, and by hands-on experience. When working with other students, we discuss the information we learn. There are some topics or subjects that each student understands better than the rest of the group. Therefore, that student is able to teach the other students. If any of you have ever taught another person, then you know that as you teach your student, you are teaching yourself as well. The idea that students learn by teaching is not a new one. Seneca, a famous Roman philosopher, said *docendo discimus*, which is a Latin phrase that means we are learning if we teach.

**The author's intended audience for the essay is most likely**

- ☐ **A** teachers.
- ☐ **B** students.
- ☐ **C** parents.
- ☐ **D** teams.





Read the essay and answer questions 19 through 25.

### Working Together Equals Student Success

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**In which mode is the essay written?**

- ☐ **A** classification
- ☐ **B** creative expression
- ☐ **C** persuasive
- ☐ **D** process analysis



Read the essay and answer questions 19 through 25.

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**Which sentence from the passage should cite a source?**

- ☐ **A** Based on that experience, I think students should have the option of working with other students.
- ☐ **B** Seneca, a famous Roman philosopher, said *docendo discimus*, which is a Latin phrase that means we are learning if we teach.
- ☐ **C** The simple fact is that people who work in teams try longer and work harder.
- ☐ **D** Once the pressure of too many obligations is removed, students who work in groups are less likely to submit inadequate work or postpone submitting the work.





Read the essay and answer questions 19 through 25.

### Working Together Equals Student Success

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Based on that experience, I think students should have the option of working with other students. I do not take this position because I think it would be easier on us, although that is an added bonus. I take this position because students who work together learn more and earn better grades.

The biggest advantage of working with other students is that the cooperative experience helps reinforce the information we receive through reading, from lectures, and by hands-on experience. When working with other students, we discuss the information we learn. There are some topics or subjects that each student understands better than the rest of the group. Therefore, that student is able to teach the other students. If any of you have ever taught another person, then you know that as you teach your student, you are teaching yourself as well. The idea that students learn by teaching is not a new one. Seneca, a famous Roman philosopher, said *docendo discimus*, which is a Latin phrase that means we are learning if we teach.

Which option is a summary, not a paraphrase, of the first two paragraphs of the essay?

- ☐ A A student was worried that she would not do well on a difficult school assignment. After talking with her mother, the student asked her teacher for help. The teacher allowed the student to work with other students, and the teamwork helped the student to earn a good grade.
- ☐ B A student was not confident about an assignment. She asked her mother what she should do. Her mother suggested that the student talk with her teacher. This suggestion turned out to be a good one, because the student worked with other students and earned a good grade.
- ☐ C A student felt overwhelmed about a school assignment. She worried about several things, including running out of time to finish or finishing and turning in poor work. But she worried for nothing, because her teacher let her work with other students, and this helped her to earn a good grade.
- ☐ D A student was given an assignment that seemed too difficult. The assignment





rough, there are other people going through the same thing. I did not want to disappoint my teammates, so I kept working even when I was tired or discouraged.

The third reason that working with other students enhances learning is that students can devote the time and effort necessary to do one or two tasks well. In a group, the work can be divided so the whole team covers the information more thoroughly. Once the pressure of too many obligations is removed, students who work in groups are less likely to submit inadequate work or postpone submitting the work.

Another example of how working in groups helps students learn is shown by an experience I had. There were moments while I was working with the other students on the science project that I did not have a clear understanding of a concept or a process. If I had been working by myself, I would not have known that I was confused. However, every time I misunderstood, my friends were happy to correct me! I was not comfortable with the correction, but I understood that it was best in the end. Receiving feedback from my teammates was not always uncomfortable, though. One benefit of immediate feedback was that my teammates were also able to tell me when they thought I understood the concept.

Some teachers might suggest that I am trying to get the same credit for less work or, even worse, that I am lazy. However, those of us who have been part of a team know that working with a group has its own challenges. We also know that these challenges are worthwhile, because working with a group advances our learning.



assignment. After talking with her mother, the student asked her teacher for help. The teacher allowed the student to work with other students, and the teamwork helped the student to earn a good grade.

- ☐ **B** A student was not confident about an assignment. She asked her mother what she should do. Her mother suggested that the student talk with her teacher. This suggestion turned out to be a good one, because the student worked with other students and earned a good grade.
- ☐ **C** A student felt overwhelmed about a school assignment. She worried about several things, including running out of time to finish or finishing and turning in poor work. But she worried for nothing, because her teacher let her work with other students, and this helped her to earn a good grade.
- ☐ **D** A student was given an assignment that seemed too difficult. The assignment included doing an experiment, conducting research, and writing a report. The student talked with her mother, and then her teacher. Before long, the student was working with other students and earning a good grade.



Read the essay and answer questions 19 through 25.

### Working Together Equals Student Success

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**Read this paragraph from the essay.**

Another example of how working in groups helps students learn is shown by an experience I had. There were moments while I was working with the other students on the science project that I did not have a clear understanding of a concept or a process. If I had been working by myself, I would not have known that I was confused. However, every time I misunderstood, my friends were happy to correct me! I was not comfortable with the correction, but I understood that it was best in the end. Receiving feedback from my teammates was not always uncomfortable, though. One benefit of immediate feedback was that my teammates were also able to tell me when they thought I understood the concept.

**Which main idea is implied in the paragraph?**

- ☐ **A** Negative feedback from others can be hurtful.
- ☐ **B** Teams provide the most constructive feedback.
- ☐ **C** The author is uncomfortable receiving negative feedback.
- ☐ **D** The advantages of getting feedback outweigh the disadvantages.

Read the poem and answer questions 1 through 9.

### The Race

- 1 A sea of people rolls and churns, alive with anticipation.  
The runner begins her ritual, shrugging shoulders, stretching,  
Stepping from one foot to the other.  
She caresses the ground.  
She reaches wiggling fingers to touch the sky.
- 6 The sea calms as other runners line up, bodies brushing bodies.  
Numbered papers, brittle and dry, flutter from backs like moths' wings.  
A thundering boom urges them forward.  
Flowing slowly at first, a tumultuous tide  
That breaks apart as they pick up speed.
- 11 Now the runner retreats into herself, an island alone in this rocking sea.  
She hungrily sucks in air and then forcefully returns it to the world.  
Her mind stubbornly urges her reluctant body,  
Commanding burning muscle to move  
Onward, to press through waning endurance.

Read these lines from the poem.

Then she feels it, a momentary lapse, as  
mind surrenders to body,  
An approaching shipwreck.

Which sentence pattern do the lines use?

- ☐ A subject—action verb—direct object
- ☐ B subject—linking verb—subject complement
- ☐ C subject—action verb—indirect object—direct object
- ☐ D subject—action verb—direct object—object complement





- 16 Then she feels it, a momentary lapse, as mind surrenders to body,  
An approaching shipwreck. Feet collide, violently tossing her forward.  
She braces herself, and then flesh grinds.  
She stands slowly, deliberately,  
Mixing blood and sweat to brush gravel from her palms.
- 21 The rushing torrent of runners washes relentlessly around her.  
She limps forward a step or two and then she gradually finds her rhythm,  
Now moving in time with the others,  
Then suddenly going ahead,  
Step after step, determined to reach the distant horizon.

**Read these lines from the poem.**

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- ☐ **C** subject—action verb—indirect object—direct object
- ☐ **D** subject—action verb—direct object—object complement

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Read these lines from the poem.

Flowing slowly at first, a tumultuous tide  
That breaks apart as they pick up speed.

Based on context clues, what does the underlined word mean?

- ☐ A chaotic
- ☐ B abrupt
- ☐ C rapid
- ☐ D exact



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Read these lines from the poem.

Then suddenly going ahead,  
Step after step, determined to reach the  
distant horizon.

Which word **best** replaces the  
underlined word?

- ☐ A surging
- ☐ B moving
- ☐ C hurrying
- ☐ D progressing





Read the poem and answer questions 1 through 9.

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Read this advertisement for an upcoming race.

The Best Athletics Marathon will take place on March 19 in Maryville, Tennessee. Marathon coordinators are currently accepting registrations online and by mail. Participants will each receive a race number, race map, and directions to the event. The registration fee is only \$25, and all proceeds will benefit the animal shelter. Bring your friends and make this walk for a worthy cause!

The advertisement would **best** reach its intended audience

- ☐ A on an international fitness Web site.
- ☐ B in a local store selling athletic equipment.
- ☐ C in a national health magazine for women.
- ☐ D on a bulletin board in an athletic stadium.



Read the poem and answer questions 1 through 9.

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Which line from the poem includes an example of onomatopoeia?

- ☐ A She caresses the ground.
- ☐ B A thundering boom urges them forward.
- ☐ C Feet collide, violently tossing her forward.
- ☐ D She braces herself, and then flesh grinds.





Read the poem and answer questions 1 through 9.

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How is "The Race" characteristic of lyric poetry?

- ☐ A It explores a universal theme.
- ☐ B It relies on descriptive language.
- ☐ C It develops an extended metaphor.
- ☐ D It describes a personal experience.



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Readers can infer that the runner will be

- ☐ A disappointed to lose the race.
- ☐ B too far behind to win the race.
- ☐ C motivated to complete the race.
- ☐ D prepared to run in the next race.



Read the poem and answer questions 1 through 9.

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Which word **best** completes the analogy?

Marathon is to running as regatta is to \_\_\_\_\_.

- ☐ A biking
- ☐ B sailing
- ☐ C walking
- ☐ D swimming





Read the poem and answer questions 1 through 9.

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Look at this photo.



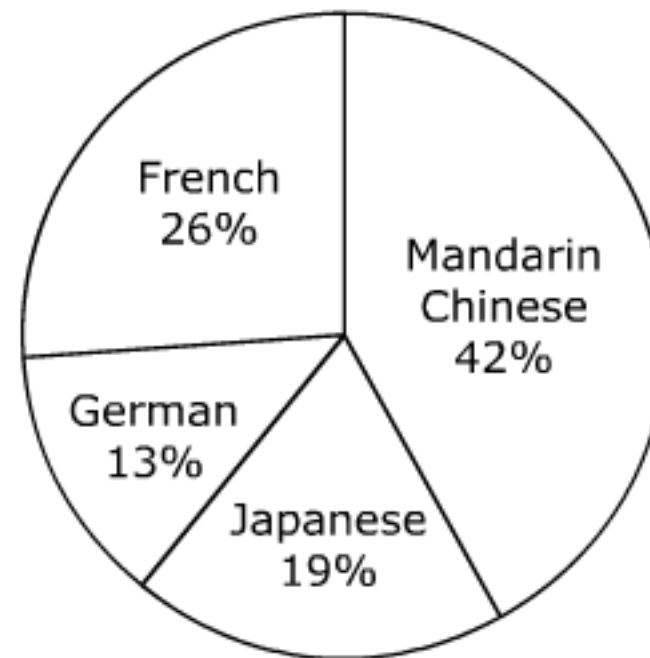
What is the primary conflict in this photo?

- ☐ A person vs. nature
- ☐ B person vs. person
- ☐ C person vs. society
- ☐ D person vs. machine



Pleasant High School administrators want to offer students a new foreign language. They surveyed parents, and the responses were documented in a pie chart.

**Results from Foreign Language Survey**



**What does the pie chart explain?**

- ☐ **A** the number of foreign language courses offered at the school
- ☐ **B** the number of students presently enrolled in each language course
- ☐ **C** the grade levels of students currently taking foreign language courses
- ☐ **D** the language course most parents would like to see added at the school



**Read the paragraph.**

The crowd cheered at Horseshoe Trails Park for the final baseball game of the All-Star Tournament. Many amazing games had been played on this championship field. Alex stood on the pitcher's mound, holding the baseball inside his glove. He intently watched the batter from the opposing team stride to the plate and place his bat over his shoulder. Alex took a deep breath and glanced at his catcher for which type of pitch he should throw. This was no backyard baseball game. This was the championship, and Alex felt the pressure growing in his stomach. His team would win if he could strike out this last batter.

**How does the setting impact the main character in the paragraph?**

- ☐ **A** It demonstrates how the main character learned the rules of pitching.
- ☐ **B** It describes what the main character sees from the pitching mound.
- ☐ **C** It explains why the main character feels nervous about the game.
- ☐ **D** It expresses why the main character enjoys playing baseball.

**Read this paragraph.**

Sharif trudged through the mud and muck on his way to school, the rain thudding loudly on his umbrella. He loved the sunshine and mild temperatures of spring, but he detested the frequent showers. "What a lovely day," he muttered to himself as he continued his long trek.

**Which kind of irony, if any, does the paragraph contain?**

- ☐ **A** situational irony
- ☐ **B** dramatic irony
- ☐ **C** verbal irony
- ☐ **D** no irony



**Read the newspaper article and the journal entry.**

Dust Storm Strikes Panhandle

On Sunday, April 14, 1935 a dust storm struck the Texas and Oklahoma panhandle, obliterating the sun for several hours. A wall of black dust swept over farms and homes, causing complete destruction of crops. The area has been suffering from extreme drought which extends throughout several states. President Roosevelt's advisor, Hugh Hammond Bennett, recently testified before Congress that poor crop management contributes to soil erosion and dust storms.

Dear Diary,

Yesterday Mama and I looked out the window and we saw a big black cloud on the horizon. At first we thought it was just a storm rolling over the plains and were thankful that we might finally get some rain. But as it came closer, we realized that this was not an ordinary storm because it seemed too close to the ground. Papa told us to close all of the windows while he brought the animals into the barn. Suddenly the sun seemed to disappear, and it was as black as night for the next four hours.

**Which statement describes how the article and the entry treat the same topic?**

- ☐ **A** The newspaper article includes actual events, and the journal entry includes fictional events.
- ☐ **B** The newspaper article uses a serious tone, and the journal entry uses a humorous tone.
- ☐ **C** The newspaper article includes logical arguments, and the journal entry includes irrational statements.
- ☐ **D** The newspaper article provides a factual account, and the journal entry provides an individual perspective.



The essay is a rough draft. It may contain errors. Read the essay and answer questions 14 through 22.

### I Would Rather Be Walking

- 1 Last week, I had the chance to see my favorite soccer team play an exhibition game downtown. Two of my friends were going with their families and they invited me to join them. I had my coat on and was halfway to the door when I heard one of the key details of the event: we would be taking a bus to the arena.
- 2 I surprise everyone, including myself, when I stopped midstride, my hand hovering above the doorknob. I love watching soccer, but I do not love buses. Imagining a mental map of the journey from my friends' house to the arena, I glanced at the clock on the wall above the sink. We had fifteen minutes to make a thirty-minute walk. I reached inside my coat pocket and gripped the game ticket. I took a deep breath and let it out slowly before reach for the door handle. My love for soccer won over my distaste for buses. But it was an eye-opening experience.
- 3 I have quite a bit of experience, although it was a long time ago, ridden on buses. The summer I stayed with my aunt and uncle in Philadelphia, my cousins and I ride the bus every day to various sights around the city. There were also the countless bus trips to and from school with the vehicle lurching from one stop light to the next. In contrast, since my grandmother moved in with us a year ago, I have had the opportunity to join her and her dog, Duffy, on their afternoon walks.
- 4 During those walks, I realized several important differences between walking and riding. To begin with, walking is far more interesting than riding on a bus. Moving at two miles per hour (my grandmother's dog likes

**Which sentence needs revision to correct the past participle?**

- ☐ **A** I had my coat on and was halfway to the door when I heard one of the key details of the event: we would be taking a bus to the arena.
- ☐ **B** In contrast, since my grandmother moved in with us a year ago, I have had the opportunity to join her and her dog, Duffy, on their afternoon walks.
- ☐ **C** Moving at two miles per hour (my grandmother's dog likes to stop and smell the roses) allowed me to see more of the surrounding scenery than I ever did on a bus traveling at thirty-five miles per hour.
- ☐ **D** However, every time I have the choice, I will have chosen to walk instead of ride.





to stop and smell the roses) allowed me to see more of the surrounding scenery than I ever did on a bus traveling at thirty-five miles per hour. In fact, until I began taking daily walks with my grandmother and Duffy, I never noticed that some of the shrubs in the neighborhood park are topiaries, or bushes trimmed to look like animals.

- 5 Another reason I prefer to walk, besides spending time with my grandma, is that walking relaxes me. Instead of the din of honking horns and the stench of exhaust fumes that I experience on a bus, walking gives me time to sort out my thoughts and enjoy the scenery. Often during my walks with my grandmother, we barely talk as each of us enjoys the chirping birds and scented gardens in the park. We have become *aficionados* of walking. In a way, walking is one of the ways Grandma and I communicate.
- 6 Relaxation is not the only healthy benefit of walking. Many people, including myself, considers walking a good form of exercise. When I walk at a fast pace, I can feel my heart speeding up, and this means I am getting a cardiovascular workout. Walking makes my body's muscles work, including my leg and back muscles. Additionally, walking is good for my mental health, too. Spending time outside exposes me to sunshine, which, in turn, provides my body with a necessary dose of vitamin D. There were many days when I felt tired or cranky at the beginning of a walk, only to feel energized and happy by the time we finish.
- 7 This is not to say that I would never ride a bus again. In fact, my favorite soccer team will be playing in town again next month and I plan to be there if I have to ride, run, or take a hot air balloon. Riding a bus has one advantage over walking; mainly that it takes less time. However, every time I have the choice, I will have chosen to walk instead of ride.

**Which sentence needs revision to correct the past participle?**

- ☐ A I had my coat on and was halfway to the door when I heard one of the key details of the event: we would be taking a bus to the arena.
- ☐ B In contrast, since my grandmother moved in with us a year ago, I have had the opportunity to join her and her dog, Duffy, on their afternoon walks.
- ☐ C Moving at two miles per hour (my grandmother's dog likes to stop and smell the roses) allowed me to see more of the surrounding scenery than I ever did on a bus traveling at thirty-five miles per hour.
- ☐ D However, every time I have the choice, I will have chosen to walk instead of ride.

The essay is a rough draft. It may contain errors. Read the essay and answer questions 14 through 22.

### I Would Rather Be Walking

- 1 Last week, I had the chance to see my favorite soccer team play an exhibition game downtown. Two of my friends were going with their families and they invited me to join them. I had my coat on and was halfway to the door when I heard one of the key details of the event: we would be taking a bus to the arena.
- 2 I surprise everyone, including myself, when I stopped midstride, my hand hovering above the doorknob. I love watching soccer, but I do not love buses. Imagining a mental map of the journey from my friends' house to the arena, I glanced at the clock on the wall above the sink. We had fifteen minutes to make a thirty-minute walk. I reached inside my coat pocket and gripped the game ticket. I took a deep breath and let it out slowly before reach for the door handle. My love for soccer won over my distaste for buses. But it was an eye-opening experience.
- 3 I have quite a bit of experience, although it was a long time ago, ridden on buses. The summer I stayed with my aunt and uncle in Philadelphia, my cousins and I ride the bus every day to various sights around the city. There were also the countless bus trips to and from school with the vehicle lurching from one stop light to the next. In contrast, since my grandmother moved in with us a year ago, I have had the opportunity to join her and her dog, Duffy, on their afternoon walks.
- 4 During those walks, I realized several important differences between walking and riding. To begin with, walking is far more interesting than riding on a bus. Moving at two miles per hour (my grandmother's dog likes

**Read this excerpt from the essay.**

My love for soccer won over my distaste for buses. But it was an eye-opening experience.

**Which revision of the underlined section best combines the sentences in the excerpt into one sentence?**

- ☐ A buses so
- ☐ B buses but
- ☐ C buses, but
- ☐ D buses; because





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### I Would Rather Be Walking

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**Which sentence from the essay shows correct subject-verb agreement?**

- ☐ **A** I surprise everyone, including myself, when I stopped midstride, my hand hovering above the doorknob.
- ☐ **B** I have quite a bit of experience, although it was a long time ago, ridden on buses.
- ☐ **C** Another reason I prefer to walk, besides spending time with my grandma, is that walking relaxes me.
- ☐ **D** Many people, including myself, considers walking a good form of exercise.





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### I Would Rather Be Walking

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- 4 During those walks, I realized several important differences between walking and riding. To begin with, walking is far more interesting than riding on a bus. Moving at two miles per hour (my grandmother's dog likes

**Read this sentence from the essay.**

Instead of the din of honking horns and the stench of exhaust fumes that I experience on a bus, walking gives me time to sort out my thoughts and enjoy the scenery.

**Read the dictionary definition of the underlined word.**

**din** (noun) **1.** a noise that is loud or continued **2.** a state of confusion **3.** sound, especially music, that is off-key or out of tune **4.** conflicting messages or signals; specifically involving instructions

**Which definition of din is correct based on the sentence?**

- ☐ **A** 1
- ☐ **B** 2
- ☐ **C** 3
- ☐ **D** 4



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### I Would Rather Be Walking

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Read this sentence from the essay.

We have become aficionados of walking.

Which word means the same as the underlined word?

- ☐ A enthusiasts
- ☐ B experts
- ☐ C participants
- ☐ D students





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**Read this sentence from the essay.**

I took a deep breath and let it out slowly before reach for the door handle.

**Which revision of the underlined word corrects this sentence?**

- ☐ A reached
- ☐ B has reached
- ☐ C reaching
- ☐ D is reaching





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**Which sentence is the thesis statement of the essay?**

- ☐ **A** Walking is healthier than riding a bus.
- ☐ **B** Walking with someone improves your relationship.
- ☐ **C** Walking is much slower than traveling by bus.
- ☐ **D** Walking has several advantages over riding buses.



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### I Would Rather Be Walking

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**Read this sentence from the essay.**

Last week, I had the chance to see my favorite soccer team play an exhibition game downtown.

**Which word would be a more precise replacement for the underlined word?**

- ☐ A possibility
- ☐ B anticipation
- ☐ C coincidence
- ☐ D opportunity



**Read this paragraph.**

Have you ever had a part-time job? Most high school students prefer jobs that offer flexibility. Flexible jobs offer the ability to balance work, homework, and other activities. Part-time jobs instill commitment and responsibility. For example, students are required to arrive on time for their scheduled shifts. Shifts can last anywhere from three to six hours. Therefore, students must manage time effectively. Also, earning money allows students to learn about budgeting. They can learn about saving money, as well as spending money wisely. Some students may choose to spend half their earnings and save the other half. Either way, students must demonstrate responsibility with their money and commitment to their work.

**Which sentence is the thesis statement?**

- ☐ **A** Most high school students prefer jobs that offer flexibility.
- ☐ **B** Part-time jobs instill commitment and responsibility.
- ☐ **C** Therefore, students must manage time effectively.
- ☐ **D** Also, earning money allows students to learn about budgeting.



**A student used this outline to write a report about popular high school sports.**

Popular High School Sports

- I. Basketball
- II. Baseball
- III. Football

**Which mode of writing was the report?**

- ☐ **A** persuasive
- ☐ **B** descriptive
- ☐ **C** comparison
- ☐ **D** classification

**Read the sentences from a persuasive essay.**

Recycling is an important project and one which should be embraced by our school. I have spoken with many of our faculty and staff. The vast majority of those I spoke with agree with my plan to start a recycling program at school.

**Which device do the sentences use?**

- ☐ **A** testimonial
- ☐ **B** bandwagon
- ☐ **C** snob appeal
- ☐ **D** loaded words

**Read this paragraph.**

Owning a dog is a rewarding experience, but it is also a big responsibility. Dogs must be fed a proper diet, which varies based on the animal's size, age, and activity level. Regular walks and sufficient attention are also very important. A dog that is left alone in the house for too long may show its loneliness by tearing furniture apart or chewing on shoes. Additionally, dogs need annual rabies shots to safeguard their health and medicine every month to protect them from disease.

**Based on the paragraph, what might cause a dog to misbehave?**

- ☐ **A** feeding it the wrong type of food
- ☐ **B** leaving it alone for a long time
- ☐ **C** getting an annual rabies shot
- ☐ **D** going on a walk every day



**Read the poem.**

The Pianist

Silence in the auditorium  
Tapping feet across the stage  
A softly sliding bench  
A deep breath is heard.

A sudden burst of energy  
Notes float through the air  
An audience entranced  
The ivory keys tell a story.

**Which literary device does the last line of the poem contain?**

- ☐ **A** personification
- ☐ **B** hyperbole
- ☐ **C** metaphor
- ☐ **D** simile

Which description best characterizes a ballad?

- ☐ **A** a tragic story performed by actors
- ☐ **B** a recollection of private thought
- ☐ **C** a rhymed narrative poem that originated in oral form
- ☐ **D** a long and serious narrative

**Read this sentence.**

When Mrs. Ramos asked me to come to the front of the classroom to give my speech, my friend, Sarah, leaned across the aisle and whispered to me, I know you can do it!

**What is the correct way to punctuate this sentence?**

- ☐ **A** When Mrs. Ramos asked me to come to the front of the classroom to give my speech, my friend, Sarah, leaned across the aisle and whispered to me, "I know you can do it"!
- ☐ **B** When Mrs. Ramos asked me to come to the front of the classroom to give my speech, my friend, Sarah, leaned across the aisle and whispered to me, "I know you can do it!"
- ☐ **C** When Mrs. Ramos asked me to come to the front of the classroom to give my speech, my friend, Sarah, leaned across the aisle and whispered to me",I know you can do it!"
- ☐ **D** When Mrs. Ramos asked me to come to the front of the classroom to give my speech, my friend, Sarah, leaned across the aisle and whispered to me "I know you can do it!"



**Read these excerpts.**

Excerpt from a newspaper article

The Amazon Rainforest, located in South America, is a bubbling cauldron overflowing with life. The rainforest contains nearly 40,000 plant species. Its tall trees and rich undergrowth provide homes for an incredible variety of animal species. Additionally, more than 30 million people inhabit the Amazon Basin region. Unfortunately, the growing population causes deforestation, which endangers the habitat of many plants and animals.

Excerpt from a poem

The rainforest awakens to a new day.  
Sunlight dapples the supple earth  
as the leaves sigh in the subtle breeze  
and creatures stir from their slumber.  
The forest is alive.

**How are the two excerpts alike in their treatment of the rainforest?**

- ☐ **A** Both establish a tranquil mood.
- ☐ **B** Both use figurative language.
- ☐ **C** Both employ a serious tone.
- ☐ **D** Both inform the reader.

A student wrote a rough draft of a book review for a school newspaper. It may contain errors. Read the book review and answer questions 5 through 13.

### Success of Sensory Impaired Went *Beyond Helen Keller*

- 1 At some point, everyone learns about Helen Keller. Born completely healthy in 1880, Helen suffered an illness as a toddler that caused her to lose her sight and hearing. During the nineteenth century, most people assumed they could not communicate with the children. Children with disabilities often became wild and unruly. This behavior was likely the result of frustration. Their brains were fully functional and, as in Helen's case, the children wanted to communicate. The inability of the children to make themselves understood upset and angered them, causing temper outbursts. Unfortunately, the temper outbursts made some families unable to care for their children. As a result, at that time many children with disabilities were sent to institutions.
- 2 Helen, though, was luckier than many children of her time. Her family recognized her intelligence. They sought the help of a teacher who introduced a way of speaking by using her hands. It was a struggle for Anne Sullivan to access a mind that had only a brief introduction to language. Yet, once the breakthrough occurred when Helen was six years old her progress amazed the world. She eventually graduated from a highly respected college.
- 3 Many books tell this story of Helen Keller and her teacher, Anne Sullivan. A lesser known story, though, is told in a new book called *Beyond Keller*.

### Read the sentence from Paragraph 2.

They sought the help of a teacher who introduced a way of speaking by using her hands.

**Which verb correctly replaces the underlined word in the sentence?**

- ☐ A seek
- ☐ B sought
- ☐ C were seeking
- ☐ D no change





This wonderful book tells of how, even as a young girl, Helen recognized her good fortune. The book details how Helen's gratitude urged her to use her fame to aid other children who were not as fortunate.

- 4 *Beyond Helen Keller* focuses mainly on Helen's relationship with Tommy Stringer. Like Helen, Tommy was born able to see and hear but lost both senses due to an illness. The book describes how Helen learned of Tommy's plight when she was only 10 years old. Tommy's mother had died, and his father felt unable to manage Tommy's disabilities. As a result, Tommy was placed in what was then known as an almshouse. This was a place where people who could not care for themselves were sent to live. There he was confined to a crib from which he was fed. He was never even taught to walk.
- 5 As soon as Helen learned about Tommy, she took action. She wanted him brought to a school for the blind in Massachusetts, where she was sometimes a student. She wrote hundreds of letters to family and friends asking them to donate money to bring Tommy to the school.
- 6 Throughout the book, the author makes Helen's self-sacrificing nature evident. Yet, she expected others to help Tommy too. The book tells how Helen turned a sad situation into an opportunity for Tommy. A great animal lover, Helen was saddened when her beautiful Newfoundland dog, known as Lioness, died in an accident. At the time, the story was published in many newspapers and magazines. In response, people worldwide offered gifts of money to buy a new dog. Helen wrote back to everyone, who made such offers and asked if, instead they would be willing to donate the money, to help send Tommy to the school in Massachusetts. Most were agreeable, so the sad situation had a happy ending, as she aided the successful effort on Tommy's behalf.

**Read the sentence from Paragraph 2.**

They sought the help of a teacher who introduced a way of speaking by using her hands.

**Which verb correctly replaces the underlined word in the sentence?**

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- 7 The book continues to describe Tommy's first months at the school. Helen and her teacher began his instruction until his own teacher could be found. Tommy's progress was slower than Helen's because of the minimal human contact he had at the almshouse. Helen was not a permanent student and had to leave the school before Tommy made any real breakthrough. However, she stayed informed of his improvement. She was thrilled to hear that, Tommy joined the regular Kindergarten class, caught up quickly, and became as well-educated as many boys of that time.
- 8 *Beyond Helen Keller* goes on to describe the reunion of Helen and Tommy several years later. The author includes a high level of detail about how the two conversed both by spelling into each other's hands and reading each other's lips with their fingers. In addition, he describes their affectionate gestures and facial expressions. The result provides a strong sense of the incredible kinship the two felt for each other.
- 9 Rather than let the reader think Helen's support of others like herself was limited to Tommy, the book also discusses Helen's work for other children with similar disabilities. In fact, thanks in great part to Helen's efforts, by 1901, the Massachusetts school had five students without hearing or sight.
- 10 While certainly crediting Helen and showing her great sensitivity *Beyond Helen Keller*, emphasizes that she was just one success story, among the blind and deaf community in the nineteenth century.

**Read the sentence from Paragraph 2.**

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**Which verb correctly replaces the underlined word in the sentence?**

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- 2 Helen, though, was luckier than many children of her time. Her family recognized her intelligence. They sought the help of a teacher who introduced a way of speaking by using her hands. It was a struggle for Anne Sullivan to access a mind that had only a brief introduction to language. Yet, once the breakthrough occurred when Helen was six years old her progress amazed the world. She eventually graduated from a highly respected college.
- 3 Many books tell this story of Helen Keller and her teacher, Anne Sullivan. A lesser known story, though, is told in a new book called *Beyond Keller*.

### Read this sentence.

Yet, once the breakthrough occurred when Helen was six years old her progress amazed the world.

### Which revision uses correct punctuation?

- ☐ A Yet once the breakthrough occurred, when Helen was six years old her progress amazed the world.
- ☐ B Yet, once the breakthrough occurred when Helen was six years old, her progress amazed the world.
- ☐ C Yet once the breakthrough occurred, when Helen was six years old, her progress amazed the world.
- ☐ D Yet, once the breakthrough occurred, when Helen was six years old, her progress amazed the world.





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### Read the sentence from Paragraph 6.

Most were agreeable, so the sad situation had a happy ending, as she aided the successful effort on Tommy's behalf.

### Which pronoun correctly replaces the underlined word?

- ☐ A it
- ☐ B they
- ☐ C them
- ☐ D no change





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- 3 Many books tell this story of Helen Keller and her teacher, Anne Sullivan. A lesser known story, though, is told in a new book called *Beyond Keller*.

### Read the sentence from Paragraph 8.

The author includes a high level of detail about how the two conversed both by spelling into each other's hands and reading each other's lips with their fingers.

What does the word conversed mean?

- ☐ A participated
- ☐ B appreciated
- ☐ C communicated
- ☐ D accommodated



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### Success of Sensory Impaired Went *Beyond Helen Keller*

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- 2 Helen, though, was luckier than many children of her time. Her family recognized her intelligence. They sought the help of a teacher who introduced a way of speaking by using her hands. It was a struggle for Anne Sullivan to access a mind that had only a brief introduction to language. Yet, once the breakthrough occurred when Helen was six years old her progress amazed the world. She eventually graduated from a highly respected college.
- 3 Many books tell this story of Helen Keller and her teacher, Anne Sullivan. A lesser known story, though, is told in a new book called *Beyond Keller*.

### Read the sentence from Paragraph 6.

A great animal lover, helen was saddened when her beautiful newfoundland dog, known as lioness, died in an accident.

### Which revision uses correct capitalization?

- ☐ A A great animal lover, Helen was saddened when her beautiful newfoundland dog, known as lioness, died in an accident.
- ☐ B A great animal lover, Helen was saddened when her beautiful Newfoundland dog, known as Lioness, died in an accident.
- ☐ C A great animal lover, Helen was saddened when her beautiful newfoundland dog, known as Lioness, died in an accident.
- ☐ D A great animal lover, Helen was saddened when her beautiful Newfoundland dog, known as lioness, died in an accident.





A student wrote a rough draft of a book review for a school newspaper. It may contain errors. Read the book review and answer questions 5 through 13.

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**Which sentence from the passage demonstrates correct punctuation?**

- ☐ **A** Helen wrote back to everyone, who made such offers and asked if, instead they would be willing to donate the money, to help send Tommy to the school in Massachusetts.
- ☐ **B** She was thrilled to hear that, Tommy joined the regular Kindergarten class, caught up quickly, and became as well-educated as many boys of that time.
- ☐ **C** Rather than let the reader think Helen's support of others like herself was limited to Tommy, the book also discusses Helen's work for other children with similar disabilities.
- ☐ **D** While certainly crediting Helen and showing her great sensitivity *Beyond Helen Keller*, emphasizes that she was just one success story, among the blind and deaf community in the nineteenth century.





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### **Success of Sensory Impaired Went *Beyond Helen Keller***

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**The author most likely wrote "Success of Sensory Impaired Went *Beyond Helen Keller*" to**

- ☐ **A** provide readers with a review of *Beyond Helen Keller*.
- ☐ **B** convince readers to read the book *Beyond Helen Keller*.
- ☐ **C** describe how children with disabilities were once treated.
- ☐ **D** explain how to communicate with children with disabilities.



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**Which Web site would provide the most reliable source of information about Helen Keller's friendship with Tommy Stringer?**

- ☐ A thehelenkellerproject.org
- ☐ B sensoryimpairmentinfo.org
- ☐ C massachussetts\_schools.edu
- ☐ D history\_of\_special\_needs.net



**Read this excerpt from a speech to the City Council.**

**(1)** I am pleased to be here tonight to speak to the City Council as a representative of our city's teenagers. **(2)** My peers and I understand that the council will be making a substantial donation to a local charity, and we are eager to suggest that the funds be given to Carson Animal Shelter. **(3)** This facility is exceptionally dedicated to the well-being of animals in our area. **(4)** Their services are extensive, and their staff work tirelessly to better the lives of creatures in their care.

**Which sentence states the speaker's thesis?**

- ☐ **A** sentence 1
- ☐ **B** sentence 2
- ☐ **C** sentence 3
- ☐ **D** sentence 4



**Which argument employs deductive reasoning?**

- ☐ **A** Collin's dog is a beagle. Beagles are a type of dog. Therefore, all dogs are beagles.
- ☐ **B** Children like going to the movies. Movie theaters have candy. Therefore, all children like candy.
- ☐ **C** The grocery store sells vegetables. Sasha needs vegetables for her stew. Therefore, Sasha will go to the grocery store.
- ☐ **D** The drama club is a popular after-school activity. Students enjoy after-school activities. Therefore, all students enjoy the drama club.

**Read the newsletter item and the excerpt from a newspaper article.**

Tatum Runner's Club

Tatum Runner's Club is a community running program for high school students. Coach Richard Jennings and cross-country team members from Tatum Community College share their knowledge on running at no cost to high school students. Coach Jennings believes that passing knowledge back to the community benefits both his college team members and the high school students involved. Club members meet on Saturday mornings at 8:00 A.M. for stretching, training, and nutrition tips, followed by a group run through Tatum Park.

Volunteer Coaches Student to the Finish Line

Eric Martin attends Tatum Community College and is a member of the college cross-country team. He volunteers his time on Saturday mornings to work with high school cross-country students through the Tatum Runner's Club organization. As a mentor in the club, Eric has helped Coach Richard Jennings train several students, including Leon Smith, who placed tenth in the state cross-country meet last weekend. "I am proud to volunteer with Tatum Runner's Club because it allows me to share my experiences with younger athletes who need help with training. It was Leon's first year on the high school team, and our club is very excited that he did so well at the meet. I now know that I would like to pursue a career in coaching high school athletes," Eric commented after the meet.

**Both the item and the article excerpt indicate that Tatum Runner's Club volunteers will**

- ☐ **A** gain personal benefits from helping others.
- ☐ **B** help students become professional athletes.



## Tatum Runner's Club

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**Both the item and the article excerpt indicate that Tatum Runner's Club volunteers will**

- ☐ **A** gain personal benefits from helping others.
- ☐ **B** help students become professional athletes.
- ☐ **C** be more qualified than others for future jobs.
- ☐ **D** be healthier individuals because they exercise.



**A children's dentist plans to place a photograph of herself in her office to make anxious patients feel more comfortable. What should she do in the photograph to best reinforce the idea that visiting the dentist is a positive experience?**

- ☐ **A** look at several x-rays of a child's teeth
- ☐ **B** hand a new toothbrush to a smiling child
- ☐ **C** examine a child's mouth during a checkup
- ☐ **D** reassure a child who just had a tooth filled

Read the speech and answer questions 18 through 24.

### Address to the School Board

Ladies and gentlemen of the school board, I represent the students of Chisholm High School. As a member of the student council, fellow students frequently approach me with concerns regarding school policies. Lately, many students voiced their disappointment with the recent announcement of the plan to remove the cafeteria vending machines before the next school year.

Due to overwhelming student concern, I researched the reasons behind the policy change. I spoke with our principal, Ms. Scott, and learned that the vending machines will be removed for three primary reasons. First, teachers and administrators complained about students bringing snacks from the machines into class, often causing disruptions or creating messes. Second, maintaining the machines throughout the year incurs a cost, and the school is trying to reduce its budget. The third, and most important, reason Ms. Scott cited was that the health of teenagers has become a nationwide issue in recent years, and vending machines contain sugary, processed foods that do not contribute to a healthy diet.

After speaking to many students and members of the school faculty, I prepared a proposal that I hope will motivate the school board to reverse their decision regarding the vending machines. I believe the first two concerns can be managed without much difficulty. A majority of students said that they would gladly refrain from eating during class and would accept stricter rules regarding snacks in school if a compromise would ensure that the vending machines could remain. The school can take additional steps by locking the machines to minimize the availability of snacks during the school day. As to the additional cost of maintaining the machines, I have already spoken to the student council, and we have developed a plan for a student-run fundraiser that would cover the cost in question.

**Which sentence from the speech is the thesis statement?**

- ☐ **A** Lately, many students voiced their disappointment with the recent announcement of the plan to remove the cafeteria vending machines before the next school year.
- ☐ **B** After speaking to many students and members of the school faculty, I prepared a proposal that I hope will motivate the school board to reverse their decision regarding the vending machines.
- ☐ **C** With the growing demand from consumers and the government, companies are developing vending machines that offer fresh, healthy, natural foods.
- ☐ **D** By making the contents of our vending machines healthy, the school will encourage students to better their nutrition.





The third and final concern, regarding the health of our students, presents a greater, though by no means overwhelming problem. Anyone who has seen a vending machine knows what one generally contains: chips, candy bars, and cookies, which are not part of a balanced diet. However, not all vending machines sell sugary, processed snacks. With the growing demand from consumers and the government, companies are developing vending machines that offer fresh, healthy, natural foods. Such items include organic crackers, granola bars, fruit juices, and fresh apple slices, just to name a few.

These newer models cost more than standard machines. I understand the need for minimizing costs, and I would like to reiterate the student council and student body's willingness to contribute funds. Moreover, I implore the school board to weigh the necessity of budget cuts against the health of the students they represent. Active teenagers require between-meal snacks to supplement their diets. Over half of the students at Chisholm High School are involved in before- or after-school activities. This means that for many of them, the total time spent at school can range from eight to ten hours per day. One meal like lunch during this time is simply not enough fuel for an adolescent body. By providing vending machines, the school will ensure that students can eat according to their bodies' needs. By making the contents of our vending machines healthy, the school will encourage students to better their nutrition.

A healthy vending machine may sound like a contradiction. I am sure some of you are skeptical, and I understand your hesitation. Based on my research, I discovered that schools across the county are banning snack machines. I realize, too, that no other school in our area has a healthy vending machine. We can be the first. We have an opportunity to set an example by reaching a compromise that will be acceptable to the faculty *and* beneficial to our students' health. Therefore, I urge you to accept my proposal.

**Which sentence from the speech is the thesis statement?**

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**The purpose of the speech is to**

- ☐ **A** persuade the school board to keep school vending machines and place healthy foods in them.
- ☐ **B** inform the school board about recent innovations in vending machines.
- ☐ **C** compare the new and old vending machine models and policies.
- ☐ **D** describe the health risks posed by vending machines in schools.



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**The student deleted this sentence from the speech because it contains a logical fallacy.**

Other school boards have removed vending machines from school grounds, but students at Chisholm High know our school board is smarter than that.

**Which logical fallacy does the sentence contain?**

- ☐ **A** false analogy
- ☐ **B** appeal to fear
- ☐ **C** false dilemma
- ☐ **D** personal attack



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**Which sentence from the speech contains stated evidence to support the speaker's main idea?**

- ☐ **A** Eating snacks during class interrupts the teachers.
- ☐ **B** Student health is a prominent concern in the country.
- ☐ **C** Vending machines cause teenagers to eat unbalanced diets.
- ☐ **D** Faculty members view vending machines as an unnecessary expense.





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### Read the excerpt from the speech.

Active teenagers require between-meal snacks to supplement their diets. Over half of the students at Chisholm High School are involved in before- or after-school activities. This means that for many of them, the total time spent at school can range from eight to ten hours per day. One meal like lunch during this time is simply not enough fuel for an adolescent body. By providing vending machines, the school will ensure that students can eat according to their bodies' needs.

### Which type of reasoning does this argument employ?

- ☐ A Deductive reasoning because the details develop a logical conclusion.
- ☐ B Deductive reasoning because the details follow a beginning thesis statement.
- ☐ C Inductive reasoning because the details lead to a logical conclusion.
- ☐ D Inductive reasoning because the details support an opening thesis statement.



Read the speech and answer questions 18 through 24.

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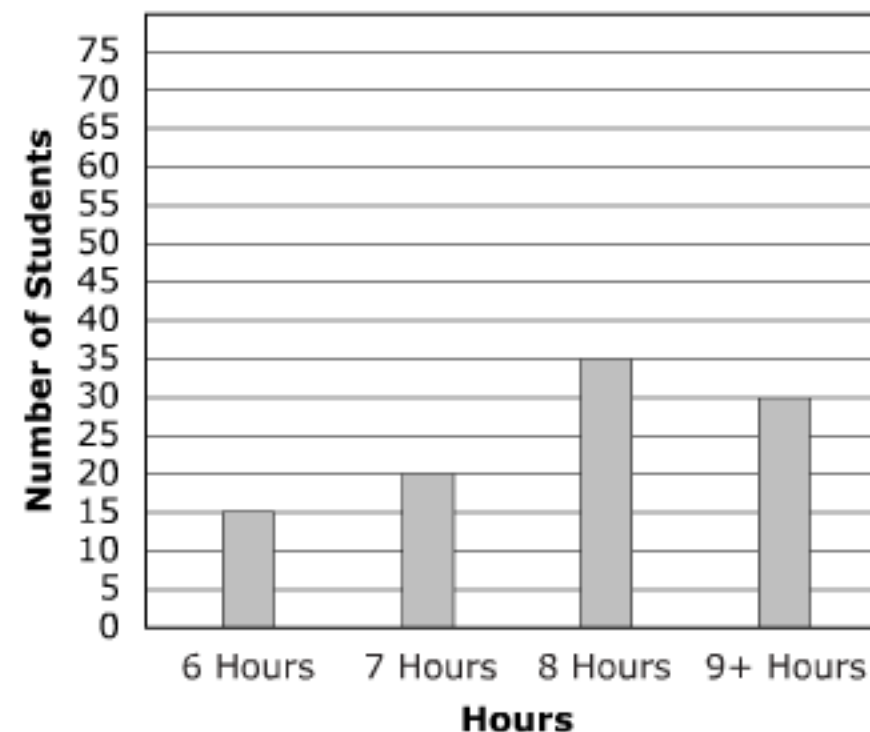
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The speaker interviewed 100 students and created this graph.

Daily Number of Hours at School



Which argument from the speech does the graph support?

- ☐ A Students favor keeping school vending machines.
- ☐ B Vending machines contain healthy foods for students to eat.
- ☐ C Vending machines help meet the nutritional needs of students.
- ☐ D Students plan to raise money to purchase new vending machines.

Read the speech and answer questions 18 through 24.

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Which graphic would **best** support the speaker's argument?

- ☐ **A** a table showing the relative costs of different vending machines
- ☐ **B** a pie chart reflecting students' opinions on vending machines
- ☐ **C** a bulleted list of the reasons for banning vending machines
- ☐ **D** a photograph of the school's current vending machines





Read this short story and the article for “Tennessee Teams Excel in Robotics Competitions.” Then answer questions 1 through 9.

### **Mechanical Lessons**

“Oh, no!” exclaimed Carl, his bike wobbling dangerously.

“What’s wrong?” called his friend Jessie as she circled back toward him.

“I don’t know,” Carl responded, “but my gears locked, and of course this happens just before I have to go to work.”

“Let me look,” said Jessie. “Maybe I can solve the problem, although I can’t guarantee I can fix it quickly enough to get you to work on time.”

“Since when did you become a certified bicycle mechanic?” teased Carl.

Rather than waste time, Jessie just gave Carl a withering look. Actually, she was not certain that she could repair his bike. Since she had enrolled in the school robotics team, she had learned a great deal about how mechanical objects function and, even more importantly, how to find the solution to the problem when the mechanisms no longer worked.

Thankfully, Jessie had attended a robotics team meeting the previous afternoon, so her tools were in her backpack. As Carl hovered, Jessie carefully examined the gear mechanism on his bicycle, and after tinkering with the shifting levers began disassembling the levers on her own bicycle.

“What are you doing?” Carl asked, surprised. “Don’t go wrecking your own bike.”

“Sometimes on the robotics team, we compare different systems to see which is likely to work most efficiently for our robot. Bike gear systems are pretty similar to the systems we use for our robots, so maybe comparing the two will help me discover what is jamming yours.”

**Which organizational structure is used in “Mechanical Lessons”?**

- ☐ **A** process
- ☐ **B** sequential
- ☐ **C** cause-effect
- ☐ **D** compare-contrast



The words had barely left her mouth when Jessie noticed a metal piece, bent in Carl's gear system but straight in hers. With needle-nosed pliers, Jessie gently grasped the damaged metal piece and carefully straightened it. "Try it now, Carl," Jessie instructed after testing the levers and reassembling both Carl's bike and her own.

As Carl pushed off, he grinned widely as his gears shifted smoothly. "Thanks, Jess! I have to rush, but I promise I will not call you Robotechie anymore. In fact, if I can have some time off from work, I may even join the robotics team!"

**Which organizational structure is used in "Mechanical Lessons"?**

- ☐ **A** process
- ☐ **B** sequential
- ☐ **C** cause-effect
- ☐ **D** compare-contrast



### Tennessee Teams Excel in Robotics Competitions

Do you want to get a head start in the world of science and technology? Consider starting or joining a robotics club or team at your high school. Recently, a number of Tennessee high schools have fielded teams and met with great success in competitions.

Robotics competitions offer student clubs or teams many benefits. Obviously, they obtain hands-on experience in the application of science, math, and engineering skills. Also, working in groups to build robots develops teamwork. Working well in groups is a skill needed in most occupations. Finally, participating in competitions offers students a chance to travel to new and exciting places.

For 42 of Nashville's Merrol Hyde Magnet School students, taking part in the Boosting Engineering, Science, and Technology (BEST) Robotics Competition at Auburn University in Alabama provided multiple chances to travel. Sponsored by a volunteer group of teachers from Tennessee State University, this team's highly technical robot won first place. This victory placed the team in the national BEST competition held at Florida's Walt Disney World. For the winning team at this competition another travel opportunity awaited — an invitation to the White House.

At the University of Tennessee, other student robotics teams are experiencing notable success as well. In early 2011, the university hosted an annual For Inspiration and Recognition of Science and Technology (FIRST) Robotics Competition Kickoff. This event was one of 70 local kickoffs held nationwide. FIRST is based in Manchester, New Hampshire and involves 55,000 students throughout the country. These students make up some 2,000 teams. Each

**Which organizational structure is used in "Mechanical Lessons"?**

- ☐ **A** process
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- ☐ **D** compare-contrast

team receives a kit and a theme around which to build its robot. The rules for building the robots are strict, and each team gets just six weeks to design and build its robot.

Following the theme for 2010, a number of Tennessee high schools fielded teams of three robots in a mock soccer game. Especially notable was Webb's Upper School Robotics Team #1466. The previous year, this team traveled to Duluth, Georgia for the FIRST Robotics Peach Tree Regional. There its robot performed well enough to move on to the National Championship in Atlanta. This was the second regional win for Webb, which has taken part in annual FIRST competitions for eight years. In the spirit of teamwork that these robotic competitions encourage, the Webb team mentored another team against which it would compete in FIRST's first Smoky Mountain Regional.

So any Knoxville-area schools interested in joining such robotics competitions take note — contacting Webb's Upper School squad would be the first place to start.

**Which organizational structure is used in "Mechanical Lessons"?**

- ☐ **A** process
- ☐ **B** sequential
- ☐ **C** cause-effect
- ☐ **D** compare-contrast



Read this short story and the article for “Tennessee Teams Excel in Robotics Competitions.” Then answer questions 1 through 9.

### Mechanical Lessons

“Oh, no!” exclaimed Carl, his bike wobbling dangerously.

“What’s wrong?” called his friend Jessie as she circled back toward him.

“I don’t know,” Carl responded, “but my gears locked, and of course this happens just before I have to go to work.”

“Let me look,” said Jessie. “Maybe I can solve the problem, although I can’t guarantee I can fix it quickly enough to get you to work on time.”

“Since when did you become a certified bicycle mechanic?” teased Carl.

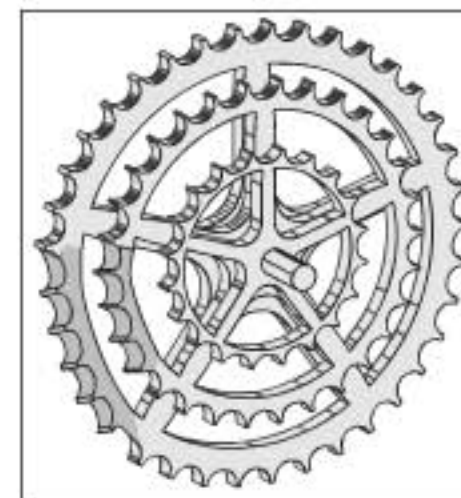
Rather than waste time, Jessie just gave Carl a withering look. Actually, she was not certain that she could repair his bike. Since she had enrolled in the school robotics team, she had learned a great deal about how mechanical objects function and, even more importantly, how to find the solution to the problem when the mechanisms no longer worked.

Thankfully, Jessie had attended a robotics team meeting the previous afternoon, so her tools were in her backpack. As Carl hovered, Jessie carefully examined the gear mechanism on his bicycle, and after tinkering with the shifting levers began disassembling the levers on her own bicycle.

“What are you doing?” Carl asked, surprised. “Don’t go wrecking your own bike.”

“Sometimes on the robotics team, we compare different systems to see which is likely to work most efficiently for our robot. Bike gear systems are pretty similar to the systems we use for our robots, so maybe comparing the two will help me discover what is jamming yours.”

Look at the diagrams below.



Which statement **best** describes how the diagrams relate to the information in “Mechanical Lessons”?

- ☐ **A** Comparing similar systems is a good way to determine how things work.
- ☐ **B** Repairing a bicycle is an activity that can take longer than expected.
- ☐ **C** Locking bicycle gears should only be repaired by certified mechanics.
- ☐ **D** Examining the shift levers on a bicycle leads to disassembling them.



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**Who is the intended audience for “Tennessee Teams Excel in Robotics Competitions”?**

- ☐ **A** competition judges
- ☐ **B** high school students
- ☐ **C** high school teachers
- ☐ **D** competition organizers





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### What is the main idea of “Tennessee Teams Excel in Robotics Competitions”?

- ☐ **A** why students across Tennessee have become interested in the field of robotics
- ☐ **B** why robotics competitions have become popular among Tennessee students
- ☐ **C** how growing numbers of Tennessee schools have successful robotics teams
- ☐ **D** how some students in Tennessee work together on teams to build robots





Read this short story and the article for “Tennessee Teams Excel in Robotics Competitions.” Then answer questions 1 through 9.

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Which graphic addition would best aid the reader’s comprehension of “Tennessee Teams Excel in Robotics Competitions”?

- ☐ **A** a labeled diagram of a robot from a competition
- ☐ **B** a photograph of the members of the Webb robotics team
- ☐ **C** a list of the rules for building a robot for the FIRST competition
- ☐ **D** a photograph of robotics team members working together to build a robot





Read this short story and the article for “Tennessee Teams Excel in Robotics Competitions.” Then answer questions 1 through 9.

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**Which idea is supported by information in both “Mechanical Lessons” and “Tennessee Teams Excel in Robotics Competitions”?**

- ☐ **A** Comparing mechanical systems reveals how they work.
- ☐ **B** Finding solutions to mechanical problems can be difficult.
- ☐ **C** Participating in a robotics team is beneficial and rewarding.
- ☐ **D** Mentoring a robotics team promotes science and technology.





Read this short story and the article for “Tennessee Teams Excel in Robotics Competitions.” Then answer questions 1 through 9.

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**Which statement best describes how the form of each passage affects how the information is presented?**

- ☐ **A** “Mechanical Lessons” presents fictional information about robots, while “Tennessee Teams Excel in Robotics Competitions” presents nonfiction information about robots.
- ☐ **B** “Mechanical Lessons” provides implausible information about robotics, while “Tennessee Teams Excel in Robotics Competitions” presents credible information about robotics.
- ☐ **C** “Mechanical Lessons” presents anecdotal information about school robotics teams, while “Tennessee Teams Excel in Robotics Competitions” presents facts and details about school robotics teams.
- ☐ **D** “Mechanical Lessons” entertains readers with amusing stories about school robotics teams, while “Tennessee Teams Excel in Robotics Competitions” persuades readers to join school robotics teams.





Read this short story and the article for “Tennessee Teams Excel in Robotics Competitions.” Then answer questions 1 through 9.

### Mechanical Lessons

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“Sometimes on the robotics team, we compare different systems to see which is likely to work most efficiently for our robot. Bike gear systems are pretty similar to the systems we use for our robots, so maybe comparing the two will help me discover what is jamming yours.”

Which word best describes the treatment of robotics in both “Mechanical Lessons” and “Tennessee Teams Excel in Robotics Competitions”?

- ☐ **A** trivial
- ☐ **B** practical
- ☐ **C** expensive
- ☐ **D** entertaining



**Read these sentences.**

Christina is a nurturing and enthusiastic young lady. \_\_\_\_\_ , she will be a beneficial addition to our day camp staff.

**Which phrase provides the best transition between these sentences?**

- ☐ **A** Without a doubt
- ☐ **B** On the contrary
- ☐ **C** Once in a while
- ☐ **D** For instance



**Read this debate argument.**

Children are watching entirely too much television. Studies have shown that children spend more time watching television than they spend learning in school. According to the research, children spend only 35 minutes conversing with their parents, but watch four to five hours of television per day. Research has also shown that children who watch four hours of cartoons on Saturday morning will see 200 advertisements for junk food.

**Which statement is an example of implied evidence?**

- ☐ **A** Children watch television longer than they learn in school.
- ☐ **B** Research indicates that children watch too much television.
- ☐ **C** Children do not spend enough time talking with their parents.
- ☐ **D** Children who watch morning cartoons are likely to gain weight.

**Which statement expresses an opinion?**

- ☐ **A** While visiting New York City last summer, the temperature was unbearably hot.
- ☐ **B** Marcos was exhausted after visiting the amusement park with his friends all day.
- ☐ **C** In some areas of the country, snowboarding is a popular winter sport.
- ☐ **D** Bethany will compete on the champion swim team again next year.



## Form 2: English 1

Item Number	Correct Answer	Performance Indicator
1	B	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
2	D	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).
3	B	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
4	A	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
5	C	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
6	D	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
7	C	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
8	A	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
9	C	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
10	B	3001.5.2 Choose a logical word to complete an analogy.
11	C	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
12	C	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

13	A	3001.7.6 Infer the mood represented in a non-print medium.
14	B	3001.3.2 Choose the most effective order of sentences in a paragraph.
15	D	3001.3.9 Identify a statement that reveals the writer's attitude.
16	B	3001.3.10 Identify the targeted audience for a selected passage.
17	C	3001.3.15 Identify the mode in which a writing sample is written.
18	B	3001.4.6 Identify information that must be cited or attributed within a writing sample.
19	A	3001.2.2 Distinguish between a summary and a paraphrase.
20	D	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
21	D	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).
22	A	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
23	A	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
24	B	3001.7.5 Match a focused message to an appropriate medium.
25	B	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
26	D	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
27	C	3001.5.1 Make inferences and draw conclusions based on evidence in text.
28	B	3001.5.2 Choose a logical word to complete an analogy.



29	B	3001.7.2 Select the type of conflict represented in a non-print medium.
30	D	3001.6.2 Use the graphics of informational and technical passages to answer questions.
31	C	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
32	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
33	D	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
34	D	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
35	C	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
36	C	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
37	A	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
38	A	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
39	C	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
40	D	3001.3.6 Select the thesis statement in a writing sample or passage.
41	D	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
42	B	3001.3.6 Select the thesis statement in a writing sample or passage.
43	D	3001.3.15 Identify the mode in which a writing sample is written.

44	B	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
45	B	3001.5.4 Analyze cause-effect relationships in text.
46	A	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
47	C	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
48	B	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
49	B	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
50	B	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
51	B	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
52	A	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
53	C	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
54	B	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
55	C	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
56	A	3001.3.11 Determine the writer's purpose in a writing sample.
57	A	3001.4.3 Evaluate the reliability and credibility of sources for use in research.



58	B	3001.2.1 Identify the thesis and main points of a challenging speech.
59	C	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
60	A	3001.6.5 Synthesize information across two or more informational or technical texts.
61	B	3001.7.3 Choose a visual image that best reinforces a viewpoint.
62	D	3001.3.6 Select the thesis statement in a writing sample or passage.
63	A	3001.3.11 Determine the writer's purpose in a writing sample.
64	D	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
65	B	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
66	C	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
67	C	3001.6.2 Use the graphics of informational and technical passages to answer questions.
68	B	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
69	B	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
70	A	3001.6.2 Use the graphics of informational and technical passages to answer questions.
71	B	3001.3.10 Identify the targeted audience for a selected passage.
72	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
73	D	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

74	C	3001.6.5 Synthesize information across two or more informational or technical texts.
75	C	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
76	B	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
77	A	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
78	D	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
79	A	3001.5.3 Evaluate text for fact and opinion.

## Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	B	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
2	D	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).
3	B	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
4	A	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
5	C	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
6	D	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
7	C	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
20	D	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
21	D	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).
22	A	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
34	D	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.



35	C	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
36	C	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
37	A	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
38	A	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
48	B	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
50	B	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
51	B	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
52	A	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
53	C	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
54	B	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

## Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
8	A	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
14	B	3001.3.2 Choose the most effective order of sentences in a paragraph.
15	D	3001.3.9 Identify a statement that reveals the writer's attitude.
16	B	3001.3.10 Identify the targeted audience for a selected passage.
17	C	3001.3.15 Identify the mode in which a writing sample is written.
18	B	3001.4.6 Identify information that must be cited or attributed within a writing sample.
23	A	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
39	C	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
40	D	3001.3.6 Select the thesis statement in a writing sample or passage.
41	D	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
42	B	3001.3.6 Select the thesis statement in a writing sample or passage.
43	D	3001.3.15 Identify the mode in which a writing sample is written.
55	C	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
56	A	3001.3.11 Determine the writer's purpose in a writing sample.
57	A	3001.4.3 Evaluate the reliability and credibility of sources for use in research.

62	D	3001.3.6 Select the thesis statement in a writing sample or passage.
63	A	3001.3.11 Determine the writer's purpose in a writing sample.
71	B	3001.3.10 Identify the targeted audience for a selected passage.
77	A	3001.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.



### **Reporting Category 3: Communication and Media**

<b>Item Number</b>	<b>Correct Answer</b>	<b>Performance Indicator</b>
9	C	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
13	A	3001.7.6 Infer the mood represented in a non-print medium.
19	A	3001.2.2 Distinguish between a summary and a paraphrase.
24	B	3001.7.5 Match a focused message to an appropriate medium.
29	B	3001.7.2 Select the type of conflict represented in a non-print medium.
49	B	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
58	B	3001.2.1 Identify the thesis and main points of a challenging speech.
61	B	3001.7.3 Choose a visual image that best reinforces a viewpoint.
76	B	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

## Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
10	B	3001.5.2 Choose a logical word to complete an analogy.
11	C	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
27	C	3001.5.1 Make inferences and draw conclusions based on evidence in text.
28	B	3001.5.2 Choose a logical word to complete an analogy.
44	B	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
45	B	3001.5.4 Analyze cause-effect relationships in text.
59	C	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
64	D	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
65	B	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
66	C	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
78	D	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
79	A	3001.5.3 Evaluate text for fact and opinion.

## Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
12	C	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
30	D	3001.6.2 Use the graphics of informational and technical passages to answer questions.
60	A	3001.6.5 Synthesize information across two or more informational or technical texts.
67	C	3001.6.2 Use the graphics of informational and technical passages to answer questions.
68	B	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
69	B	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
70	A	3001.6.2 Use the graphics of informational and technical passages to answer questions.
72	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
73	D	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
74	C	3001.6.5 Synthesize information across two or more informational or technical texts.



## Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
25	B	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
26	D	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
31	C	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
32	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
33	D	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
46	A	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
47	C	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
75	C	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).